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ABSTRACT

Knowledge development goals were built into the Illinois Migrant Council (IMC) Midwest Youth Employment Training Program (MYETP) to gain information and insights on the status and conditions of the migrant and seasonal farmworker (MSFW) youth, and to assist in the design and content of programs to improve their economic, educational, and social conditions. In line with the goals established for the years 1978-1981, survey instruments were developed by IMC's administrative office, administered by trained MYETP staff members, and collected at scheduled intervals. From the review and analysis of data, it was generally concluded that: the program had dramatically reversed the trend from the known drop-out rates in two areas representative of the rates throughout the geographical areas served by the program; the completion/retention rate increased to 93.43% overall in the different programs the MSFW youth participated in; the Work Experience program helped students acquire, develop, and shape meaningful skills and attitudinal and behavioral maturity as well as responsibility toward the job and job situations through interactions at the worksite. Recommendations cover the areas of policy directions, programmatic improvements, knowledge development goals, and program linkages and coordination. Copies of the survey instruments and charts depicting some survey results conclude the report. (NQA)

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MIDWEST YOUTH EMPLOYMENT & TRAINING PROGRAM

A Model Approach to Migrant Education

RC 013439

A REPORT

ON THE

KNOWLEDGE DEVELOPMENT GOALS

OF THE

ILLINOIS MIGRANT COUNCIL

MIDWEST YOUTH EMPLOYMENT AND TRAINING PROGRAM

FOR

MIGRANT AND SEASONAL FARMWORKERS

FISCAL YEARS 1978 through 1981

published

by the

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M Y E T P

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ACKNOWLEDGEMENT

It has been said that the YOUTH of today are the hope of tomorrow. If we are to arrest the worsening economic plight of the dispossessed farmworkers and their declining educational level first dramatized powerfully in 1939 in John Steinbeck's novel THE GRAPES OF WRATH, and more recently, in numerous investigative reports and documentaries including CBS' HARVEST OF SHAME I, II, and III, the place to start is with the school-age YOUTH and the institutions and organizations entrusted to provide education, training and employment services to this particular segment of our population

The intervention of the YOUTH EMPLOYMENT AND TRAINING PROGRAM is a welcome initiative and a step in the right direction because it is designed for agencies and organizations to provide compensatory training and employment services to the school-age migrant and seasonal farmworker youth.

Through the leadership of the Illinois Migrant Council's Executive Director, Mr. Arturo Lopez, in his tenacity to charter the course for an INTER-STATE youth program, and through the wholehearted support of all IMC staff, particularly, Mr. Brad Woodruff, Midwest Director of Youth Programs, Mr. Eloy Salazar, Assoc. Dir. for Program Operations, Mr. Jose Samudio, Interstate Youth Coordinator, the Executive Directors and staff of participating farmworker organizations and state agencies, we have witnessed the growth of the YETP project from a single state operation in Illinois to a multi-state network of employment and training services delivery systems.

This report on the knowledge development activities of the Illinois Migrant Council's Midwest Youth Employment and Training Program is the outcome of a partnership approach to programming and deep commitment and involvement of all participating farm-worker organizations and state agencies and participants in the YETP program who gave their unstinted support to bring this project to conclusion.

In particular, we gratefully acknowledge the contributions of the following individuals:

Mr. Arturo Lopez, IMC Executive Director, whose encouragement and direction, has been invaluable in having the knowledge development activities accomplished.

Mr. Brad Woodruff, Midwest Director of Youth Programs, who nurtured and developed the survey instruments, and directed the administration, compilation and interpretation of the surveys.

Ms. Maria Martinez and Ms. Kathy Gerbhardt, former Illinois YETP Coordinators who labored through the first developmental stages of the YETP in Illinois.

Ms. Brenda Pessin, Title I Migrant Education Program, Illinois State Board of Education, whose input and advice help improve the quality of the project.

Mr. Efren Tovar, Minnesota Migrant Council, for his input and development of the MMC's section of the knowledge development.

I N T R O D U C T I O N

In 1978 the Illinois Migrant Council (IMC), a private non-for-profit community-based farmworker organization chartered in the State of Illinois, applied for and was awarded by the Office of Farmworker and Rural Employment Program (OFREP), U. S. Dept. of Labor, a grant to administer and conduct a YOUTH EMPLOYMENT AND TRAINING PROGRAM (YETP) for migrant and seasonal farmworker youth. This grant operated under the authorizing legislation of the COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA) Title III-303 YETP.

The successes of the IMC YETP operation of 1978 led to the award of the grant in 1979 and thereafter of an expanded program that included some midwestern user states such as Wisconsin, Ohio, Indiana, Illinois and the homebase state of Texas. During these same years the Illinois Migrant Council developed and pioneered the concept of year-round programming for migrant and seasonal farmworker youth. All through these years the concept of KNOWLEDGE DEVELOPMENT was emphazised because of the fact that there had not been any studies done in the past on the status and condition of the migrant and seasonal farmworker youth. The knowledge development goals, therefore, were built into the program in order to gain valuable informations and insights on the status and conditions of the migrant and seasonal farmworker youth, and to assist in the design and content of programs that will improve their economic,

educational and social conditions. In line with the goals established in each year of YETP programming activities, the survey instruments were developed at the Illinois Migrant Council's administrative office in Chicago, under the direction and supervision of the Midwest Director of Youth Programs, Mr. Brad Woodruff. The administration of the survey instruments were carried out by trained YETP staff members and collected at scheduled intervals.

The informations, conclusions and recommendations contained in this report are the outcome of three years of KNOWLEDGE DEVELOPMENT activities conducted by the Illinois Migrant Council's Midwest Youth Employment and Training Program. Specifically, the conclusions and recommendations are being offered here in hopes that the readers will gain a better insight and understanding of this particular segment of our mobile population, the migrant and seasonal farmworker youth, and also, hopefully, assist the agencies and organizations in developing better approaches to programming for this particular segment of our society.

KNOWLEDGE DEVELOPMENT 1979-1980

The Illinois Migrant Council (IMC), drawing from the experiences gained in the first year of MSFW Youth programming in 1978 in the state of Illinois, established the following KNOWLEDGE DEVELOPMENT GOALS FOR 1979-1980:

GOAL #1: To measure the retention rate of MSFW youth as a result of their participation in the different program activities of the YETP, namely:

a) In-School Program

b) Career Options Program (Summer School)

c) Work Experience Program (Full-time and Part-time)

d) New Opportunities Program (Drop-out).

GOAL #2: To measure the drop-out rate of MSFW youth in two (2) IMC regional areas, namely, Crystal Lake and two (2) counties (Alexander and Pulaski) in the Delta region.

GOAL #3: To determine the impact of working conditions such as working outdoor/indoor, wage rates, and managerial/supervisory styles upon the job retention rate of MSFW youth program participants.

The survey instruments/tools were developed internally at the IMC administrative office in Chicago during the first quarter consistent with the knowledge development goals established.

These instruments were tested in the field for reliability and validity after the staff had been given orientation on the administration of the instruments. The surveys were compiled and tabulated and the following are the results:

GOAL #1: To measure the retention rate of MSFW Youth participants as a result of participation in the:

a) IN-SCHOOL PROGRAM.

Results: Of the total enrollment of one hundred nineteen (119) participants, seventy-five enrollees or 71% of the total enrollment participated in the survey. The surprising results revealed the following:

- 88.24% indicated that they will remain in school as a result of their participation in the in-school program. This reverses the trend of an 84% drop-out rate in Crystal Lake and the 55% drop-out rate indicated in the Delta region.
- It is expected that of the 119 enrollees 105 will remain in school during the coming school year.

SEX	AGE 14-17	AGE 17 & OVER	REMAINED IN SCHOOL	RETENTION RATE
Male 50	40	10	42	84%
Female 69	59	10	63	91%
Total 119	99	20	105	88.24%

b) CAREER OPTIONS PROGRAM (Summer School).

Results: The career options program had a total enrollment of one hundred seventy-six (176) participants. The amazing results revealed the following:

- 169 enrollees or 89.77% returned to school in the fall.
- 8 enrollees or 4.55% dropped out of school.
- 3 enrollees or 1.70% entered employment
- 7 enrollees or 3.98% were not identified for their status after participation.

ENROLLMENT Sex	No.	Returned to School		Entered Employment		Dropped Out		Status Unknown		Totals
		No.	%	No.	%	No.	%	No.	%	
Male	94	84	89.36	3	3.19	2	2.13	5	5.33	100%
Female	82	74	90.24	0	0	6	7.32	6	7.32	100%
Totals	176	158	89.77	3	1.70	8	4.55	7	3.98	100%

c) WORK EXPERIENCE PROGRAM (Full-time and Part-time).

This particular activity attempted to measure (1) the skills learned by the participant at the worksite, (2) the employability of the participant after participation, and (3) the rate of pay in unsubsidized employment after participation in the program.

Results: A sampling of forty-four (44) participants out of the one hundred twenty one (121) enrolled in the work experience activity revealed the following results:

(1) Skills learned:

- placements were done in five (5) different occupational categories comprising nineteen (19) distinct job titles.
- Nine (9) developed skills necessary to perform all five (5) basic skills associated with the job as listed in the D.O.T.
- Ten (10) performed four (4) of five (5) tasks,
- five (5) performed three (3) of five (5) tasks,
- four (4) performed two (2) of the five tasks.

(2) Employability of participants after enrollment:

(a) Of the thirty-three (33) participants enrolled in the full-time work experience program, fourteen (14) or 42.42% were placed in unsubsidized employment.

(3) Rate of pay after placement:

The average wage was $3.84 per hour, .94 cents over the prevailing minimum wage rate of $2.90.

d) NEW OPPORTUNITIES PROGRAM (Drop-out).

Results: A total of sixty-two participants were enrolled in the NEW OPPORTUNITIES program. The survey revealed the following results:

- 30 enrollees or 48.39% continued into further training;
- 18 enrollees or 29.03% were placed in unsubsidized employment.
- 10 enrollees or 16.13% were still enrolled at the time of survey.
- only 4 enrollees or 6.46% dropped out or whose status were unknown at the time.

ENROLLMENT	ENTERED FURTHER TRAINING		PLACED ON JOBS		CURRENTLY ENROLLED		DROP-OUT/ Status UK		TOTALS %
	No.	%	No.	%	No	%	No.	%	
Totals: 62	30	48.38	18	29.03	10	16.13	4	6.46	100%

GOAL #2: To measure the drop-out rate of MSFW YOUTH in two (2) Illinois Migrant Council regional areas, namely, Crystal Lake and two (2) counties (Alexander and Pulaski) in the Delta region.

The assumptions:

a) Preliminary surveys in 1978 indicated that in the Crystal Lake region there is a drop-out rate of eighty-four percent (84%) among MSFW youth who enrolled in the school system.

b) Also, in the two southern Illinois areas of Alexander and Pulaski counties, Talent Search, an SIU project, revealed in its study, that there exists a fifty-five percent (55%) drop-out rate among black students in the two-county areas.

The Results:

a) In the Crystal Lake Region.

The Midwest YETP program was introduced in 1978 and continued in 1979. The findings, as a result of the survey, follows the reversal of the trend in the area and in the State of Illinois, namely, that the retention rate was maintained at 88.24% and only a 11.76% drop-out rate or could not be located.

b) In the Southern Illinois area, two IN-SCHOOL programs of fifteen (15) slots each were introduced by the YETP, and had a total enrollment of thirty-three (33) participants. In the fall the participants were provided follow-up services that showed thirty-one participants or 94% remained

in school, and reduced the drop-out rate to only six percent (6%), a big decline from the 55% previously reported by the Talent Search study.

GOAL #3: To determine the impact of working conditions such as working outdoor/indoor, wage rates, and mangerial/supervisory styles upon the job retention rate of MSFW youth participants.

RESULTS: The survey was conducted and administered to the MSFW youth participants who were enrolled in the full-time WORK EXPERIENCE program. Of the thirty-three (33) participants who responded to the survey, the results revealed the following:

a) Working outdoor/indooor preferences:
   - 85% or 28 participants preferred to work indoors.
   - 11% or 3.6 participants indicated their preference to work outdoors.
   - only 4% or 1.4 participants did not indicate their preferences at all.

b) Wage rates;
   - 25% or 8.25 participants were very satisfied with the wage of $2.90 per hour;
   - 25% or 8.25 participants were somewhat satisfied.
   - 50% or 16.50 respondents were not satisfied.

c) Managerial/supervisory styles:
   - 82% or 27 respondents were very satisfied with the supervision provided;
   - 11% or 3.63 participants were somewhat satisfied;
   - only 4% or 1.32 participants were not satisfied.

KNOWLEDGE DEVELOPMENT

1980 - 1981

In F/Y 1979-1980 the Illinois Migrant Council Midwest Youth Employment and Training Program initiated an experimental pilot project that articulated and highlighted the need for a coordinated approach to programming for MSFW youth between the midwestern user States and the homebase State of Texas. This initiative resulted in an expanded program in 1980-1981, and eventually was recognized as a model for replication under the name of YEAR-ROUND PROGRAMMING for migrant and seasonal farmworker youth.

As a consequence, the IMC MYETP KNOWLEDGE DEVELOPMENT GOALS for 1980-1981 were aligned to include not only the MSFW youth in the user States but also the MSFW youth in the homebase State of Texas. These KNOWLEDGE DEVELOPMENT GOALS are stated as follows:

GOAL #1: To determine the MSFW youth's attitude towards their job, and whether career counseling and work experience seem important in making their decisions for the future.

GOAL #2: To determine the relationship between academic achievement, completion/retention rate among Texas-based MSFW youth who participate in the MIDWEST YETP.

GOAL #3: To establish the short and long-range effect of the CAREER OPTIONS program on the completion/retention rate of the MSFW youth participants.

GOAL #4: To compare the academic and work experience standing of the MSFW youth participants with the non-migrant youth.

Again, as in the previous year, the IMC administrative office in Chicago, under the direction of the Midwest Director of Youth Programs, undertook the development of the survey instruments, the field-testing and training of staff on the administration of the instuments in the geographical areas covered by the Midwest YETP. The retrieval, compilation and tabulation of the survey informations were also peformed at the IMC administrative office. The survey administered to 213 MSFW youth participants who responded revealed the following results:

GOAL #1: To determine the MSFW youth's attitude towards their job, and whether career counseling and work experience seem important in making their decisions for the future

RESULTS: a) On a Likert scale of 1 to 10 (10 being the most positive, and 1 being the most negative) the participants were asked where they placed themselves regarding their attitude towards their job:

- 85.9% or 183 respondents indicated ratings of 10-8;
- only 14.1% or 30 participants indicated ratings of 1-7.

b) Asked if career counseling and work experience seem important in making their decisions for the future:

- 90.1% or 192 participants indicated yes;
- only 9.9% or 21 participants indicated no.

GOAL #2: To determine the relationship between academic achievement, completion/retention rate among Texas-based MSFW youth who participate in the MIDWEST YETP.

Results: A survey administered to a sample population of 213 YETP participants in Texas yielded the following revealing results:

a) Academic Achievement:

- 82 respondents or 38.50% received better grades as a result of participation;
- 89 respondents or 41.78% received the same grades after participation;
- 38 respondents or 17.84 did not indicate any effect on their academic achievement as a result of participation.

b) Completion/Retention as a result of participation:

- 183 respondents or 85.92% indicated that they will complete high school or stay in school;
- 16 respondents or 7.51% who have already completed high school will continue on to college or pursue vocational/skills training;
- 14 respondents or only 6.57% were not certain whether they will continue to stay in school or what their plans for the future were.

The over-all retention rate, therefore, is 199 participants or 93.43% of the sample population.

GOAL #3: To establish the short and long-range effect of the CAREER OPTIONS program on the completion/retention rate of the MSFW youth participants.

As indicated in an earlier survey, on a sampling of 176 participants in the CAREER OPTIONS program, the informations gathered yielded the following results:

- 169 respondents or 89.77% indicated that they will return to school in the fall school year opening;
- 8 respondents or 4.55% will drop-out of school;
- 3 respondents or 1.70% will enter employment;
- 7 enrollees or 3.98% did not indicate their direction after participation.

GOAL #4: To compare the academic and work experience standing of MSFW youth participants with non-migrant youth.

In the absence of base-line data for non-migrant youth which apparently is not being collected by the school districts in the geographical areas covered by the Midwest YETP project, the survey yielded the following results:

a) Impact on grades as a result of participation in the Midwest YETP. On a sampling of 213 youth population:

- 82 respondents or 38.50% received better grades;
- 89 respondents or 41.78% maintained the same grades as before participation;

- 38 respondents or 17.84% did not indicate the effect of their participation on their grades.

b) Impact on the retention/completion rate as a result of participation. The following informations were extracted from a sampling of 213 participants who took part in the survey:

- 183 respondents or 85.92% plan to complete high school or stay in school;
- 16 respondents or 7.51% who have already completed high school will continue on to college or pursue vocational/skills training;
- 14 respondents or only 6.57% were not certain on what direction to take for the future.

KNOWLEDGE DEVELOPMENT

1981 - 1982

The Illinois Migrant Council's (IMC) Midwest Youth Employment and Training Program (MYETP), expanding on the YEAR-ROUND PROGRAMMING MODEL initiated as a pilot and experimental project in 1979, and recognized nationally as program model for replication in 1980, added the States of IOWA and MINNESOTA to its MIDWEST AND TEXAS conduit system of YETP services delivery for migrant and seasonal farmworker youth.

This multi-state mechanism for CETA services delivery for MSFW youth encountered some problems for developing base-line data and information needed for comparative purposes on the original knowledge development goals established for the operating year. The KNOWLEDGE DEVELOPMENT GOALS, therefore, were changed or modified to speak to other conditions of the migrant and seasonal farmworker youth that had not been previously addressed by the MIDWEST YETP, namely:

GOAL #1: To determine the migration patterns of the migrant and seasonal farmworker youth participants;

GOAL #2: To determine the participation rate of the migrant and seasonal farmworker youth in the different YETP program offerings;

GOAL #3: To determine the pattern of use of wages/allowances earned by the migrant and seasonal farmworker youth as a result of participation in the different MYETP activities.

Again, as it had been done in the previous years of YETP knowledge development activities, the survey intruments were developed internally at the IMC administrative offices in Chicago by Mr. Brad Woodruff, Midwest Director of Youth Programs. After some fine-tuning these survey instruments were initially circulated to the MYETP staff for input and possible modification/revision and for field-testing during the first quarter of the operation (July-Sept.). During the second quarter (Oct.-Dec.) an intense orientation of the MYETP staff on the proper administration and implementation of the survey instruments was conducted. As scheduled, the surveys were collected and compiled during the third quarter (Jan,-March) and the final quarter (April-June) was directed at the tabulation and interpretation, and drawing some conclusions from the data on hand.

The survey instruments were circulated and handed out by the MYETP staff members to approximately four hundred and sixty (460) MIDWEST MYETP participants. Of the total number (460), two hundred and thirteen participatns responded, and yielded the following results:

GOAL #1: To determine the migration patterns of the MSFW youth participants.

RESULTS:

- 39.91% or 85 enrollees indicated that they and their families will migrate to the state of Minnesota during the migrant season, as they have done in the past.

- 26.29% or 56 respondents intend to migrate to the state of Illinois, as their families did before.
- 5.63% or 12 respondents plan to migrate to Wisconsin;
- 4.69% or 10 participants indicated their families' intent to migrate to Ohio as they have done in previous years;
- 1.81% or 4 participants intend to migrate to the West;
- 1.41% or 3 enrollees have indicated their plans to spend the migrant season in North Dakota;
- .47% or only 1 participant intend to migrate to Tennesse;
- 19.72% or 42 participants did not indicate plans to migrate.

STATES	No. of Participants	PERCENTAGE
Illinois	56	26.29
Minnesota	85	39.91
Wisconsin	12	5.63
Ohio	10	4.69
West (Wy., Ca. Ne.)	4	1.88
N. Dakota	3	1.41
Tennesse	1	.47
Non-reported	42	19.72

GOAL #2: To determine the participation rate of migrant and seasonal farmworker youth in the different MYETP program offerings.

RESULTS:

Using the same sample population of two hundred and thirteen participants who responded to the survey, the tabulation yielded the following results:

- 47.89% or 102 respondents participated in the part-time WORK EXPERIENCE program and had the highest participation rate;
- 12.20% or 26 respondents participated in the CAREER OPTIONS (summer school) and part-time WORK EXPERIENCE program;
- 10.80% or 23 respondents were involved in three program activities, namely. IN-SCHOOL, CARREER OTPIONS, part-time WORK EXPERIENCE programs;
- 5.63% or 12 participants were enrolled in the full-time WORK EXPERIENCE program;
- 3.76% or 8 respondents participated in the IN-SCHOOL program only;
- 3.78% or 7 respondents indicated their participation in the IN-SCHOOL and CAREER OPTIONS program;
- 2.35% or 5 respondents were enrolled in the IN-SCHOOL and part-time WORK EXPERIENCE program;
- 1.41% or 3 respondents were enrolled in the CAREER OPTIONS (summer school) program only;

- .94% or only 2 participants were enrolled in the CAREER OPTIONS and full-time WORK EXPERIENCE program.
- 11.74% or 25 participants did not indicate in what MYETP program activities they participated in.

PROGRAM ACTIVITY	No. of Participants	Percentage
In-School	8	3.76
Career Options (Summer School)	3	1.41
In-School-Career Options	7	3.28
In-School WEXP (P.T.)	5	2.35
Career Options WEXP (P.T.)	26	12.20
In-Sch.-CO-WEXP (P.T.)	23	10.80
WEXP (P.T.)	102	47.89
WEXP (F.T.)	12	5.63
Career Options-WEXP (F.T.)	2	.94
NR	25	11.74

GOAL #3: To determine the pattern of use of wages/allowances earned by the MSFW youth participants as a result of their participation in the MYETP activities.

RESULTS: Using the same sample population of two hundred and thirteen participants who responded to the survey, the tabulations yielded the following results:

- 35.68% or 76 respondents turned 100% of their earnings to their parents to help in the family expenses;
- 33.33% or 71 respondents spent their allowances/ wages on personal needs such as car, gas, supplies, food, clothing, savings and other household items;
- 16.73% or 35 participants turned half of their earnings over to their parents to help defray family expenses and spent the rest on personal needs.

A. TURN OVER TO PARENTS:

% of Amount	No. of Participants	Percentage
100	76	35.681
90	1	.469
80	1	.469
70	1	.470
60	1	.470
50	35	16.432
40	1	.469
30	1	.470
25	2	.939
20	2	.939
10	1	.469
0	71	33.333
NR	20	9.390

The detailed breakdown on the use pattern of participants' allowances/wages earned as a result of participation in the different MYETP activities can be seen in the appendices section of this resport.

C O N C L U S I O N S

The Illinois Migrant Council's (IMC) MIDWEST YOUTH EMPLOYMENT and TRAINING PROGRAM (MYETP) is now in its fifth year of operation since it was introduced in 1978 through a grant award from the Office of Farmworker and Rural Employment Program, U. S. Dept. of Labor, under the authorizing legislation of CETA III-303. During the last four (4) years the MYETP has pioneered and nurtured the growth of the YEAR-ROUND PROGRAMMING MODEL that now includes the user states of Illinois, Wisconsin, Indiana, Ohio, Minnesota, Iowa and the homebase state of Texas. This year-round programming model for MSFW youth was recognized nationally by the U. S. Dept. of Labor as a model for replication.

The basic concept behind the year-round programming model consists of a comprehensive mix of training, employment and services activities that transcend county and state boundaries, and are designed to enhance the long-range employability and career preparation of low-income MSFW youth who have encountered difficulty in entering the labor market. At all times, the emphasis in programming is laid on providing compensatory education, tutoring and counseling to enable the MSFW youth to stay in school and to complete their education on a competitive basis with the rest of the community. Also, the world of work experiences provided through the work experience program enables the MSFW youth to be exposed to the real life world

of work, and to gain meaningful skills that will prepare them for future employment in the public/private sector. More importantly, the model provided the opportunity for state and private organizations to break the barrier of territorialism and opened the avenues for working together in a coordinated manner to improve the delivery mechanisms for MSFW youth.

The strength of this model lies in the following aspects of inter-state and intra-state programming, namely:

1. The maintenance of the same staff members that follow the MSFW youth from the homebase state to the user states and back, thus continuity of service is maintained, and trust and empathy between client and service provider are preserved.
2. The development of planning and communications mechanisms among the private non-profit organizations and state agencies, especially LEAs in the user and homebase states, so that training and services delivery systems are not duplicated.
3. The utilization of existing resources within the agencies to complement and maximize the MYETP program activities.

From the review and anlysis of all available data and survey instruments compiled during the last three (3) years of KNOWLEDGE DEVELOPMENT activities conducted by the Illinois Migrant Council's Midwest Youth Employment and Training Program, the following general conclusions can be drawn:

1) That the Illinois Migrant Council's Midwest Youth Employment and Training Program has dramatically reversed the trend

from the known drop-out rates of 84% and 55% respectively in two areas that are representative of the rates throughout the geographical areas served by the program to just 11.76% in the IN-SCHOOL program; 4.55% in the CAREER OPTIONS (Summer School) program; and 6.46% in the DROP-OUT program. The reversal of the trend reflects the impact of the tutoring, counseling and work experience service mix being provided to the MSFW youth participants under the YEAR-ROUND PROGRAM MODEL.

2. The COMPLETION/RETENTION rate also dramatically increased to 93.43% overall in the different programs that the MSFW youth participated in. If statistics were available from the school districts where the MYETP was in operation, the above results would compare favorably with the community school youth. The high completion/retention rate maintained by the MYETP reflects the benefits that will accrue to the farmworker youth and to society at large, namely:

    a) that the participants will have acquired a high school diploma or a skills certificate necessary to be income-producing members of society, and also, equipped with skills necessary to be competitive in the demanding labor market.

    b) that the profusion of enormous federal, state and local resources to provide compensatory education and alternative skills to this particular segment of the population will be greatly arrested through the intervention of the program.

3) Through the WORK EXPERIENCE program the Midwest Youth Employment and Training Program takes the student out of the school classroom and into the classroom of everyday life and the world of work. Meaningful skills, attitudinal and behavioral maturity as well as responsibility towards the job and job situations are acquired, developed and shaped through interactions at the worksite. These well-articulated and reinforced experiences facilitate the school to work transition process and enhance the prospect of long-range employability and career preparation of the farmworker youth participants. The wages earned provide real life situations, sense of worth and self-accomplishment. Pressures to contribute to the family income by LEAVING SCHOOL to work is reversed in favor of REMAINING IN SCHOOL to work as concurrent school enrollment is a pre-requisite for participation in WORK EXPERIENCE program. These results are reflected in the percentage of participants (35.681%) who turned in one hundred percent (100%) of their wages/allowances to their parents to help in the family expenses.

RECOMMENDATIONS

1. POLICY DIRECTIONS.- The INITIATVES for Migrant and Seasonal Farmworker Youth Programs started with the enactment of the Comprehensive Employment and Training Act. Any other replacement to this EMPLOYMENT AND TRAINING legislation should not loose sight of the impact of the MYETP, namely:

    a) the benefits that accrued to the participants in terms of academic achievement and skills learned through their participation in the MYETP;

    b) the knowledge, experience and expertise gained by the participating agencies, federal, state and private-non-profit organizations who formed partnerships to achieve a model program that is relevant and meaningful to the MSFW youth who are in the bottom rung of the economic ladder.

    The continuation of CETA or its equivalent replacement should maintain the national administration aspect of Youth Program for migrant and seasonal farmworker youth.

2. PROGRAMMATIC. The many years that went into the developmental process of the MYETP achieved a recognition for the year-round programming model that was suggested for replication nationally. In the interest of improving on the already integrated program, we are offering the following recommendations:

a) that the MYETP network involve more Title I Migrant State Education Programs and LEAs in the planning and implementation stages of the Youth Employment and Training Program for MSFW. This process has already been initiated in some states, especially in Illinois and in Texas. Speficifically, the dialogue should be pursued in the areas of CREDIT TRANSFER SYSTEMS, development and implementation of curriculum and instructional guides relevant to the goals and objectives of the project, and joint monitoring and evaluation of the project.

b) Sharing of costs is already a reality in some participating states. Ideally, all participating agencies and organizations in the Midwest and in Texas should get involved in the planning process. Such costs as staffing, tuition, instructional materials, space and transportation are items that could be shared by participating agencies.

3. KNOWLEDGE DEVELOPMENT GOALS.- Although the OFFICE OF FARMWORKER AND RURAL EMPLOYMENT PROGRAM has sidetracked the KNOWLEDGE DEVELOPMENT GOALS as an objective of the YETP for the coming year, future knowledge development goals should attempt to address themselves to specific issues/problems that have not been addressed before and instruments and tools should be developed relevant to the goals established. Additionally, base-line data to be used for comparative purposes should be researched and developed if none are

existent, so that reliability, validity and consistency of data accumulated could be tested and established. As has been mentioned in the revision of the knowledge development goals for 1981-1982, attempts were made to make a comparison between the drop-out rate of the MSFW youth enrolled in the secondary school systems with the local high school population in the different participating states and local school districts where MYETP is operational. The survey instruments were developed and administered throughout the areas of operation. After the collection and compilation of the survey forms were completed, the survey indicated that the local school districts and state agencies do not compile and maintain such data on the general secondary school student population let alone on MSFW youth.(See appendix).

The above situation emphasizes the need for the development of mechanisms within the school districts and statewide to develop, implement and maintain the data base necessary for comparative studies between the MSFW youth and the general student population.

Additionaly, the development and maintenance of such data base will assist all participating states in facilitating student record and credit transfers and in developing tracking mechanisms for the MSFW youth.

4. LINKAGES AND COORDINATION.- As has been mentioned in another section of this report, the ground work for linkages and coordination has already been established through the MYETP

during the last five (5) years of operation. The barriers of territorialism and regionalism have been broken resulting in a partnership approach to the delivery of important training and employment services to MSFW youth. This partnership has been accomplished without sacrificing the individuality and integrity of each participating corporation and agency involved in the network. The maintenance of constant dialogue and the spirit of trust for the sake of the MSFW youth whom each organization has vowed to serve will assist in fine-tuning and improving the existing network.

MIGRANT AND SEASONAL FARMWORKER YOUTH SURVEY

INSCHOOL

RECEIVED MAR 10 1980

REGION: Delta-Cairo

PARTICIPANT INITIALS	MIGRANT	SEASONAL	ILLINOIS SCHOOL DISTRICT	DROPPED YES/NO	GRADE
R.A.		X	Meridian Community Unit #101	NO	11
L.A.		X	Cairo Unit District #1	NO	11
R.B.		X	Meridian Community Unit #101	NO	10
J.B.		X	Meridian Community Unit #101	NO	10
M.B.		X	Meridian Community Unit #101	NO	12
Y.B.		X	Cairo Unit District #1	NO	12
M.C.		X	Cairo Unit District #1	NO	10
L.D.		X	Meridian Community Unit #101	NO	11
D.E.		X	Meridian Community Unit #101	NO	11
G.G.		X	Cairo Unit District #1	NO	10
C.H.		X	Cairo Unit District #1	NO	11
M.H.		X	Meridian Community Unit #101	NO	10
S.H.		X	Meridian Community Unit #101	NO	10
D.J.		X	Cairo Unit District #1	NO	11
V.J.		X	Meridian Community Unit #101	NO	11
O.P.		X	Meridian Community Unit #101	NO	12
I.R.		X	Cairo Unit District #1	YES	11
C.S.		X	Cairo Unit District #1	YES	10
O.W.		X	Meridian Community Unit #101	NO	11
T.W.		X	Meridian Community Unit #101	NO	11
M.W.		X	Meridian Community Unit #101	NO	10
B.C.		X	Cairo Unit District #1	NO	11
T.C.		X	Cairo Unit District #1	NO	11

MIGRANT AND SEASONAL FARMWORKER YOUTH SURVEY

RECEIVED MAR 1 0 1980

INSCHOOL

REGION: Delta-Cairo

PARTICIPANT INITIALS	MIGRANT	SEASONAL	ILLINOIS SCHOOL DISTRICT	DROPPED YES OR NO	GRADE
T.T.		X	Cairo Unit District #1	NO	12
A.D.		X	Cairo Unit District #1	NO	11
A.M.		X	Cairo Unit District #1	NO	11
B.P.		X	Cairo Unit District #1	NO	11
L.S.		X	Cairo Unit District #1	NO	10
K.S.		X	Cairo Unit District #1	NO	11
G.H.		X	Meridian Community Unit #101	NO	11
D.B.		X	Meridian Community Unit #101	NO	10
G.N.		X	Cairo Unit District #1	NO	10
P.C.		X	Cairo Unit District #1	NO	10

Questions		Felt Strongly	Thought About it	Hadn't thought about it	No Response
I felt like dropping out of school	*B	5%	14%	77%	4%
	A	1%	18%	77%	4%
I felt good about being in school	B	72%	16%	5%	7%
	A	84%	7%	9%	0%
My future employment was limited to farmworker	B	19%	19%	47%	15%
	A	8%	15%	49%	27%
Have your grades improved?		Yes		No	
	A	66		7%	24%
Have you made academic progress because of this program?	A	86%		3%	11%

*B=Before the program

*A=After the program

CHART 2

Due to the subjective nature of the following three questions; they have been translated into general categories and tabulated.

Things you like most about your present job	%	Things you like least	%	If you had a choice, which kind of employment would you like to have	%
Opportunity to learn and practice English	19%	Work unchallenging	7%	The Creative Arts, i.e., Music Teaching D.O.T. Category #01	18%
Enjoy working directly or indirectly with people	29%	Transportation	14%	Human Services D.O.T. Category #3	11%
Work unchallenging	7%	Lack of communication between fellow workers	7%	Mechanical D.O.T. Category #6	11%
Generally content with present employment duties & environment	18%	Not enought work hours	7%	Business D.O.T. Category #1	11%
Enjoy working with machines and things	27%	Like everything	7%	Trade D.O.T. Category #8	32%
		Did not answer	19%		
		Do not like to clean (janitorial)	11%	No idea	17%
		Other certain job duties	28%	*Occupational category numbers taken from dictionary of occupational titles	

CHART 3

ENVIROMENTAL QUESTIONS

	INSIDE	OUTSIDE	DID NOT ANSWER
Do you prefer the work inside or outside?	85%	11%	4%

Please answer the following questions only if you work inside most of the time.

How Satisfied are you with:	VERY SATISFIED	SOMEWHAT SATISFIED	NOT AT ALL SATISFIED	DID NOT ANSWER
The lighting at your workplace	89%	7%		4%
The ventilation at your workplace	64%	29%	4%	3%
The room temperature at your workplace	61%	35%	4%	
The cleanliness of your workplace	64%	29%		7%

Have you left any job within:

_____A. The last month

_____B. The last two to three months

_____C. The last four to six months

_____D. The last seven to twelve months

100% E. None of the above

CHART 4

PERSONAL PREFERENCE QUESTIONS

How satisfied are you with:	VERY SATISFIED	SOMEWHAT SATISFIED	NOT AT ALL SATISFIED	DID NOT ANSWER
Your chance to make new friends on your job.	71%	18%	7%	4%
Your chance to talk to co-workers on your job.	79%	14%	7%	
The variety of tasks which you perform on your job.	57%	39%	4%	0
The amount of job security which you have on your job.	57%	21%	25%	18%
The amount of responsibility which you have on your job.	61%	36%	3%	0
The amount of physical labor which is required of you on your job.	82%	11%	4%	4%
The supervision which you receive on your job.	82%	11%	4%	
The amount of freedom which you have on your job.	86%	11%	4%	0
The amount of money which you earn on your job.	25%	25%	46%	4%

Do you feel:	VERY SAFE	SOMEWHAT SAFE	NOT AT ALL SAFE
from having accidents on your job?	71%	18%	11%

ILLINOIS MIGRANT COUNCIL
YOUTH EMPLOYMENT AND TRAINING PROGRAM
KNOWLEDGEMENT SURVEY

SECTION I-A

WORK SKILLS OBTAINED

Full-time Work Experience Program provides participants with first hand experience in the world of work. Ultimately, participants would be placed in unsubsidized employment.

Considering the different job categories as officially determine by The Department of Labor. Please answer the following questions that pertained to the participants own Work Experience:

WORK EXPERIENCE SKILLS OBTAINED

(SAMPLE, 2 of 19 job titles)

Sales Clerk
Job Title

290-477-014
DOT

Task	Yes	No	Not Sure
1. Obtains or receives merchandise	/ /	/ /	/ /
2. Totals bill	/ /	/ /	/ /
3. Receives payment and makes change	/ /	/ /	/ /
4. Stocks shelves with merchandise	/ /	/ /	/ /

Other: _____

_____

_____

Construction Worker
Job Title (trainee)

869-664-014
DOT

Tasks	Yes	No	Not Sure
1. Grinding/Sanding	/ /	/ /	/ /
2. Painting	/ /	/ /	/ /
3. Mixing concrete	/ /	/ /	/ /
4. Demolishing buildings	/ /	/ /	/ /
5. Sawing lumber	/ /	/ /	/ /

Other: _____

_____

_____

SECTION I-B

The second part of this section pertains to unsubsidized employment placement based on M.I.S. records. Please fill in the following:

1. a) Total number of male youth placed in unsubsidized employment: _____

   b) Rate of pay for each participant:

30 day follow-up	60 day follow-up	90 day follow-up
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

   Average _____

2. a) Total number of female youth placed in unsubsidized employment: _____

   b) Rate of pay for each participant:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

   Average _____

SECTION II-A

FOLLOW UP SURVEY OF MIGRANT SEASONAL
FARMWORKER YOUTH IN ILLINOIS

The In-School component of Y.E.T.P. basically is to provide tutorial training to Migrant Seasonal Farmworker Youth enrolled in and attending Illinois Public Schools within regions served by I.M.C.
The purpose of this survey is to determine the number of participants that stayed in school as a result of receiving Y.E.T.P. tutorial services and to inquire participant's personal feeling regarding the program.

1. Document the total number of In-School participants for Spring and fall of FY 79 _____

2. Please divide the number into the following:

   Males between the ages 14 years to 17 years _____

   Males between the ages 17 and over _____

   Total number of males that remained in school _____

3. Females between the ages of 14 years to 17 years _____

   Females between the ages of 17 years and over _____

   Total number of females that remained in school _____

SECTION II-B

IN-SCHOOL FOLLOW UP SURVEY (CONT')

To be filled in by I.M.C. Staff

Prior to the development of Y.E.T.P. In-School in your region to your knowledge:

What type(s) of program geared toward M.S.F.W. youth existed in the local Illinois Public School:

	Yes	No	Do Not Know
Tutoring	☐	☐	☐
Spanish Speaking Counselors	☐	☐	☐
Summer School	☐	☐	☐

Comments: _____

_____

_____

_____

SECTION II-C

This portion of the survey is to be either filled in by the participant or filled in by the Youth Counselor with response directly from the participant.

Last year at this time, I felt like:

	Felt Strongly	Thought About it	Hadn't Thought About it
1. Dropping out of school	☐	☐	☐
2. I felt good about staying in school	☐	☐	☐

	Yes	No	Hadn't thought about it
3. My future employment was limited to farmworker	☐	☐	

After having participated with In-School program do you feel now?

	Felt Strongly	Thought About it	Hadn't Thought About it
1. Dropping out of school	☐	☐	☐
2. I feel good about staying in school	☐	☐	☐
3. My future employment is limited to farmworker	☐	☐	☐
4. I feel that farmwork is the only type of job I can do			

	Yes	No
6. In your opinion, have your grades improved	☐	☐
7. Have you made academic progress due to your participation	☐	☐

SECTION III

Career Options is basically an opportunity for participants to gain course credit for knowledge and skills acquired during the summer program. Academic skills are enhanced and participants are exposed to career information.

As a result of participation in Career Options, please document the following: Number of total participants enrolled in Career Options: _____

Number of participants that returned to school:

Male: _____ Female: _____

Number of participants that enrolled, but dropped out of program and school:

Male: _____ Female: _____

Total number of participants placed in unsubsidized employment as a result of participating in Career Options Program: _____

COMMENTS: _____

_____

_____

_____

_____

_____

SECTION IV

New Opportunities a coupled program has two goals: one to provide classroom training and actual part-time work experience. This program is geared for the M.S.F.W. school drop-out to improve employability precepts.

Please fill in the following:

1. Total number enrolled: _____

2. Number of participants that continued further education or training as a result of participation in New Opportunities:

	Vocational	Education
Males:	_____	___
Females:	_____	_____
Do Not Know:	_____	_____

3. Number of participants placed in jobs as a result of participation:

Males: _____

Females: _____

Comments: _____

_____

_____

_____

_____

_____

_____

_____

STUDENT SURVEY MIDWEST YETP 1980-81

NAME _____ AGE ____ SOCIAL SECURITY # _ _ _ _ _ _ _ _ _ FATHER'S NAME _____
SEX M F

1. How many years have you participated in the Y.E.T.P. program? 1 2 3 4

2. Circle each program attended: A. Career Options B. In-School-Tutoring C. C. P.T. Work Experience D. F.T.WEX

3. What grade will you begin in the Fall? 9 10 11 12 1 college or Voc/Tec

4. Name of Texas area office_____,Texas City/Town of residence_____

5 Name of Texas Work site_____, _____, Texas

6. Midwest state(s)/Town you will be migrating to: _____,_____ _____,__

7. Favorite school subjects 1._____ 2. _____ 3._____

8. Special Intrests _____ Hobbies _____ Favorite Sport_____

9. Did you participate in Career Counseling Sessions? yes no

0. Did you discover things about yourself you had'nt thought about before? i.e. Likes, dislikes, how people see you, strengths and weaknesses? yes no

a. Did you decide to change anything about yourself as a result of counseling? yes no what?

b. Did Career Counseling and Experience on the job make school seem more important for your future plans? yes no

c. How long do you expect to continue migrating to the North for Farmwork? a. _____year(s) b.until my parents decide to settle out c. until I am on my own d. as long as I can continue to find field work.

d. Have you learned about other occupations or employment opportunities you might like to prepare for outside of farmwork? yes no What?

e. Have your grades 1.gotten better, 2. stayed the same, 3.gone down since starting your job? Did you take advantage of Tutoring? yes no

f. How much of your paycheck do you give to your parents? 1. All of it 2. Half of it 3. Less than half of it 4. None of it

g. How do you spend your money? ___% Gas money, ____% Clothes, ___% Food
____ % Girlfriend/Boyfriend ___% School lunch ____% Savings ____% Makeup
____ % Jewelry, ____% Records ___% Entertainment____% Groceries ___% Car
____ % School Supplies ____% Household items %____ gifts for family members

h. If President Reagan were to cut Federal funds for the YETP program would it be likely for you to: 1.Attend Career Options without a stipend? 2. Quit school to look for a job? 3. Graduate high school?

i. Do you plan to get married? yes no How old do you think you'll be ____?
How many children do you want ___? Where do you think you'll live?_____,___

j. Do you plan on graduating High School? yes no

k. Do you plan on going to college? yes no not sure

l. Do you plan on going to a Vocational or Technical School? yes no not sure

m. Do you know about Migrant C.A.M.P. programs at ST. Edwards Univ. in Austin, Pan American University in Edinburg, other C.A.M.P. programs? yes no

n. Do you know about financial aids such as B.E.O.G.(Basic Education Opportunity Grants) state scholarships and grants programs? yes no

o. Do you feel you can successfully compete at a college or Voc/Tec Institute? yes no not sure

p. Overall did you find career counseling sessions 1. Excellent 2. Good 3. Bad 4. wasted time

q. Did you find the Youth Council 1.Excellent 2. Good 3. Bad 4. Wasted time

r. Did you learn new skills on your Job? yes no

s. Was your Work Experience 1. Excellent 2. Good 3. Bad 4. Wasted time

t. How can we make the program better? Write a paragraph in your own words.

SEVEN

KNOWLEDGE DEVELOPMENT-MIGRANT PATTERNS

1. How many years have you migrated to the North to do Farmwork?_____

2. Will your family be under contract to a Crewleader this year?_____

3. How much do you pay the Crewleader out of your wages? _____per hour

4. If you go North independently does your family call ahead for jobs, or start looking once you've arrived? 1. call ahead 2. afterwards

5. What states have you migrated to? Please list them:

6. What crops do you harvest when in the North? Please list them:

7. At what age did you regularly begin working in the field? _____

8. What year model car or truck will you being going North in this year? _____ How many cylinder engine? 8 6 4

9. When you are up North do you live in a 1. Licensed Camp 2. Unlicensed camp 3. Don't know 4. Don't live in a camp

10. How many people would you estimate live in the camp(s) you stay at? 1. under 10 2. 15-25 3.25-50 4. 50-75 5. 75-100 6. 100-150 7. 150-200 8. 200-300 9. 300-500 10. 500 +

11. If you don't live in a camp where do you live? 1. Farmhouse 2. Motel 3. Trailer Park 4.other

12. What month do you usually go up North?_____ Return to Texas?_____

13. How many are in your immediate family?

14. Have any of your older brothers or sisters dropped out of High School? yes no

15. Have any of you older brothers or sisters graduated High School? yes no Of those who attended how many graduated?___attended & _____ graduated.

16. Have any of your older brothers or sisters gone to college? yes no Did he or she graduate? yes no still studying What is/was his or her Major Course of study?_____

THANK-YOU FOR FILLING OUT THE SURVEYS IT WILL HELP OUR PROGRAM

Y.E.T.P. COUNSELING DOCUMENTATION FORM

REGION/AREA: _____
DATE: _____
NAME OF PARTICIPANT: _____
NAME OF COUNSELOR: _____

Initiated by:

☐ Student
☐ Parent
☐ Worksite Personnel
☐ Youth Counselor
☐ High School Personnel
☐ Other: _____

Counseling Participants:

☐ Individual, one-to-one
☐ Group, number involved ☐
☐ Family
☐ Academic Personnel
☐ Worksite Personnel

Site of Session:

☐ Office ☐ High School ☐ Home, Camp ☐ Worksite

Kind of Counseling:

☐ Career
☐ Academic
☐ Crisis Intervention
☐ Family, parent involvement
☐ Referral to other 303/non-303
☐ Orientation
☐ Follow-up

COMMENTS: _____

MIDWEST YETP

This is the way I am:				This is the way I would like to be:		
Most of time	about 1/2 time	Sometimes		Most of time	about 1/2 the time	Sometimes
			Friendly			
			Quiet			
			Honest			
			Spanish Speaking			
			Thought-ful			
			Serious			
			Proud			
			Fair			
			Mean			
			English Speaking			
			Lazy			
			Truthful			
			Intel-ligent			
			Sad			
			Punctual			
			Polite			
			Worried			
			Confident			
			Kind			
			Success-ful			
			Selfish			
			Res-pected			
			Helpful			
			Easy to get along			
			Behind			
			Coopera-tive			

Directions: Using both sides of the scale, circle the number which best describes you as you see it. The left hand side of the scale is the positive side (10 highest), the right hand side of the scale is the negative side (1 (1 lowest). There should be only 1 number circled on each line.

NAME: _____

HOW AM I DOING MY JOB?

Decide where you fit on each scale below and circle the number

A.	POSITIVE ATITUDE TOWARD MY JOB	10 9 8 7 6 5 4 3 2 1	AGAINST EVERYTHING	A.
B.	HAVE INTEREST IN WORKSITE ACTIVITIES	10 9 8 7 6 5 4 3 2 1	NOT INTERESTED IN ACTIVITIES	B.
C.	WILLING TO DO MY SHARE OF THE WORK	10 9 8 7 6 5 4 3 2 1	GRIPE AND COMPLAIN ABOUT IT	C.
D.	GET IT AND DO WHAT NEEDS TO BE DONE	10 9 8 7 6 5 4 3 2 1	HAVE TO BE TOLD TO DO IT	D.
E.	COOPERATIVE AND FAIR WITH FRIENDS	10 9 8 7 6 5 4 3 2 1	ONLY NICE WHEN I WANT SOMETHING	E.
F.	ACCEPT CO-WORKERS SITUATION AND IDEAS	10 9 8 7 6 5 4 3 2 1	UNHAPPY WITH CO-WORKERS	F.
G.	FACE FACTS AND REALITY	10 9 8 7 6 5 4 3 2 1	PRETEND OR AVOID THE WAY IT IS	G.
H.	ABLE TO CONTROL ACTIONS AND FEELINGS	10 9 8 7 6 5 4 3 2 1	LOSE MY TEMPER	H.
I.	MEET PROBLEMS AND WORK TO SOLVE THEM	10 9 8 7 6 5 4 3 2 1	RUN AWAY OR AVOID PROBLEMS	I.
J.	CAN ACCEPT THE BLAME FOR WHAT I DO	10 9 8 7 6 5 4 3 2 1	PUT THE BLAME ON SOMEONE ELSE	J.
K.	RECOGNIZE MY FEELINGS AND EXPRESS THEM	10 9 8 7 6 5 4 3 2 1	HIDE FEELINGS OR DON'T TALK	K.
L.	ACCEPT A DIFFERENT POINT OF VIEW	10 9 8 7 6 5 4 3 2 1	DON'T LISTEN TO OTHER'S THOUGHTS	L.
M.	CONSIDER OTHER PERSON'S FEELINGS	10 9 8 7 6 5 4 3 2 1	THINK ONLY OF MYSELF	M.
N.	CAN TAKE DISAPPOINTMENT AND FRUSTRATION	10 9 8 7 6 5 4 3 2 1	MAD WHEN I DON'T GET MY WAY	N.
O.	CAN TAKE CRITICISM	10 9 8 7 6 5 4 3 2 1	SENSITIVE, GET FEELINGS HURT EASYLY	O.
P.	HAVE A SENSE OF HUMOR	10 9 8 7 6 5 4 3 2 1	AM A GROUCH	P.

DISCOVER THE PERSON YOU ARE

Name: _____

Instructions: circle T for true and F for false.

T F I am alone and nothing can make me otherwise.

T F I exist to share, to give.

T F My greatest pleasure is to look as good as I can.

T F The essential me comes from within. I don't care about my outwards looks.

T F The world is a competitive place. You've got to fight for what you get.

T F We need each other.

T F I never really feel comfortable unless I am making the decisions.

T F I like to go along with my crowd, my family, my friends.

T F I believe that people are basically good, if you give them a chance.

T F Trusting people is okay-once!

T F I sincerely care for all other living beings in this world.

T F The farther someone is from me, the less important he is to me.

T F When all is said and done, the most important thing in life is money—material possessions that you can hang on to.

T F The most important thing in life is to be charitable--to share with others.

T F I could live on less than I'm used to--if I were in love.

T F The most important thing in life is being different--developing new ideas--making one's own way.

T F It's better not to be too strange or unusual. Just be like other people, but a little different.

T F I have to recognize...to be noticed...to be looked up to.

T F I want to make a contribution, to know inside myself that I've done well. I'm not too concerned about how others feel.

There are no right answers, no wrong answers to these questions. Only discoveries that you can make about yourself along the way. However you see yourself, celebrate the person you are!

MIDWEST YOUTH EMPLOYMENT & TRAINING PROGRAM
A Model Approach to Migrant Education

- ILLINOIS
- WISCONSIN
- INDIANA
- OHIO
- MINNESOTA
- TEXAS
- IOWA

202 South State Street, Suite 1500
Chicago, Illinois 60604
312 - 663-1522

KNOWLEDGE DEVELOPMENT INSTRUMENT PHASE I

As part of a national study to develop a data base on Migrant and Seasonal farmworker youth characteristics, the Midwest Youth Employment and Training Program, consisting of a consortium of seven states, has been funded by the United States Department of Labor, National Programs Office, Office of Farmworker and Rural Employment Programs, Washington, D.C., to research state and local migrant and seasonal farmworker educational statistics as one of several activities associated with a Federal multi-state Youth Employment and Training Grant.

Each respondent will be identified in the final research report and provided with a copy of the final document. It is hoped that the knowledge gained will serve to heighten the awareness of Congress, state and local officials, and educators to the educational and training needs of migrant and seasonal farmworkers.

This questionnaire is to be completed by the MIDWEST YETP affiliate agency with the assistance of the State Office of Education and Local Education Agency Personnel.

KNOWLEDGE DEVELOPMENT INSTRUMENT
Phase I, Number I

1. Name of State: _____
2. Name of Agency: _____
3. Address: _____
   _____, _____ _____

4. Name of Respondent:
   _____

5. List the Address and Project Director or contact person for each secondary school district in your state/region/area designated service areas that serve Migrant and Seasonal Farmworker Youth aged 14-21 during the regular school year.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Place an * after each district the operates a summer Title I ESEA Migrant Program and ** after each district that offers a regular school year program for Migrants.

7. What was the total enrollment of MSFW students during the regular school year by district? ____ ____ ____ ____ ____ ____

8. What was the total enrollment of MSFW students enrolled in the summer Title 1 ESEA Migrant Program by district?

____ ____ ____ ____ ____ ____

9. How many MSFW secondary students were known to have transferred enrollment from each district to Texas or another homebase state? Or Texas to another state?

____ ____ ____ ____ ____ ____

10. How many MSFW secondary students were known to have dropped out, or assumed to have dropped out from each district serving MSFW in your service area?

____ ____ ____ ____ ____ ____

KNOWLEDGE DEVELOPMENT INSTRUMENT
Phase I, Number I

11. What is the overall drop-out rate for each district for the 1980-81 term?

_____ _____ _____ _____ _____ _____

12. What is the known/assumed drop-out rate for each district for the 80-81 term?

_____ _____ _____ _____ _____ _____

13. What is the overall state drop-out rate for the 1980-81 school year? ____%

14 What is the known/assumed drop out rate for MSFW for the state? ____%

15. Are any records maintained by grade, age, sex of drop-outs? ____
(If yes, please attach a breakout)

If records are not maintained locally on MSFW students, or or not made available to you please notify the State office of Education and request that such records be instituted/made available to facilitate the development of the data base. Thank-you for your cooperation.

ILLINOIS MIGRANT COUNCIL
MIDWEST YOUTH EMPLOYMENT AND TRAINING PROGRAM
KNOWLEDGE DEVELOPMENT 1981-1982

Total Number Surveyed: 213

I - GENERAL MSFW YOUTH CHARACTERISTICS

A. AGE GROUP:

Age	No. of Participants	Percentage
14	17	7.98
15	32	15.02
16	38	17.84
17	57	26.76
18	27	12.68
19	18	8.45
20	3	1.41
21	1	.47
NR	20	9.39

B. SEX:

Sex	No. of Participants	Percentage
Male	118	55.40
Female	95	44.60

C. GRADE LEVEL:

Grade	No. of Participants	Percentage
8	2	.94
9	29	13.62
10	34	15.96
11	49	23.00
12	38	17.84
13	32	15.02
NR	29	13.62

II - NUMBER OF YEARS OF PARTICIPATION

No. of Years	No. of Participants	Percentage
1	167	78.40
2	29	13.61
3	6	2.82
4	7	3.29
NR	4	1.88

III - PARTICIPATION IN PROGRAM ACTIVITIES

PROGRAM ACTIVITY	No. of Participants	Percentage
In-School	8	3.76
Career Options (out-of-school)	3	1.41
In-School-Career Options	7	3.28
In-School WEXP (P.T.)	5	2.35
Career Options WEXP (P.T.)	26	12.20
In-Sch.-CO-WEXP (P.T.)	23	10.80
WEXP (P.T.)	102	47.89
WEXP (F.T.)	12	5.63
Career Options-WEXP (F.T.)	2	.94
NR	25	11.74

IV - IMPACT ON GRADES AS A RESULT OF PARTICIPATION

GRADE RESULTS	No. of Participants	Percentage
Received better grades	82	38.50
Grades stayed the same	89	41.78
Received worse grades	4	1.88
Non Reported	38	17.84

V - RETENTION/COMPLETION (as a result of participation)

COMPLETION/RETENTION	No. of Participants	Percentages
Will complete High School	183	85.92
Not certain	14	6.57
High School Graduates who will continue on to College or Vocational Training	16	7.51

VI - MIGRATION PATTERNS

STATES	No. of Participants	Percentage
Illinois	56	26.29
Minnesota	85	39.91
Wisconsin	12	5.63
Ohio	10	4.69
West (Wy., Ca., Ne.)	4	1.88
N. Dakota	3	1.41
Tennesse	1	.47
Non Reported	42	19.72

VII - DISPOSITION OF ALLOWANCES/WAGES

A. TURN OVER TO PARENTS:

% of Amount	No. of Participants	Percentage
100	76	35.681
90	1	.469
80	1	.469
70	1	.470
60	1	.470
50	35	16.432
40	1	.469
30	1	.470
25	2	.939
20	2	.939
10	1	.469
0	71	33.333
NR	20	9.390

B. GAS:

% of Amount	No. of Participants	Percentage
100	1	.469
90	1	.469
50	1	.469
40	1	.470
30	4	1.878
25	17	7.981
23	1	.469
20	11	5.164
18	1	.470
15	9	4.225
10	20	9.390
5	10	4.695
NR	77	63.850

C. CLOTHES:

% of Amount	No. of Participants	Percentage
90	1	.469
60	1	.470
50	7	3.286
45	1	.469
40	4	1.878
30	8	3.756
25	12	5.634
20	27	12.676
15	14	6.573
13	1	.470
10	18	8.451
5	8	3.756
3	1	.469
NR	110	51.643

D. FOOD

% of Amount	No. of Participants	Percentage
60	1	.469
50	6	2.817
45	1	.470
40	2	.939
30	1	.469
25	10	4.695
20	11	5.164
15	4	1.878
12	1	.469
10	10	4.695
5	17	7.981
1	1	.470
NR	148	69.484

E. GIRL/BOY FRIEND:

% of Amount	No. of Participants	Percentage
90	1	.469
40	1	.470
35	1	.469
30	1	.470
25	4	1.878
20	6	2.817
15	2	.939
10	11	5.164
5	9	4.225
NR	177	83.099

F. LUNCH:

% of Amount	No. of Participants	Percentage
25	3	1.408
20	1	.470
10	7	3.286
5	4	1.878
NR	198	92.958

G. SAVINGS:

% of Amount	No. of Participants	Percentage
90	2	.939
50	2	.939
40	1	.470
30	3	1.408
25	4	1.878
20	5	2.347
15	6	2.817
10	18	8.451
5	4	1.878
NR	168	78.873

H. MAKE-UP /JEWELRY:

% of Amount	No. of Participants	Percentage
50	1	.470
40	3	1.408
30	1	.470
25	2	.939
20	3	1.408
15	1	.470
10	8	3.756
5	7	3.286
NR	187	87.793

I. ENTERTAINMENT:

% of Amount	No. of Participants	Percentage
50	5	2.347
45	1	.470
40	1	.470
30	2	.939
25	12	5.634
20	8	3.756
15	3	1.408
10	17	7.981
7	1	.470
5	10	4.695
3	1	.469
2	1	.469
NR	151	89.202

J. GROCERIES:

% of Amount	No. of Participants	Percentage
65	1	.469
50	3	1.408
40	1	.470
30	1	.470
25	2	.939
20	2	.939
10	4	1.878
5	9	4.225
NR	151	89.202

K. CAR:

% of Amount	No. of Participants	Percentage
80	1	.470
50	1	.469
30	1	.469
25	1	.470
20	7	3.286
15	5	2.347
10	8	3.756
9	1	.469
5	8	3.756
NR	180	84.507

L. SCHOOL SUPPLIES:

% of Amount	No. of Participants	Percentage
30	2	.939
25	2	.939
20	7	3.286
15	4	1.878
10	15	7.042
7	1	.470
5	15	7.042
3	1	.470
2	1	.469
NR	165	77.465

M. GIFTS:

% of Amount	No. of Participants	Percentage
50	1	.470
25	3	1.408
20	5	2.347
15	1	.470
10	5	2.348
5	7	3.286
NR	191	89.671

N. HOUSEHOLD ITEMS:

% of Amount	No. of Participants	Percentage
50	3	1.408
25	1	.470
20	6	2.817
15	4	1.878
10	10	4.695
5	17	7.981
NR	172	80.751